



CAREER PLANNING

FACILITATOR GUIDE

SESSION OVERVIEW

This 45-minute session provides students with insight to the Career Planning Process and prepares them to interact with employers in common situations.

LEARNING OBJECTIVES

1. Students will be able to define a career.
2. Students will be able to identify the five stages of career planning.
3. Students will recognize methods to complete the five stages.
4. Students will be able to define career building strategies in high school.

MATERIALS

Hand Out 1 – Beginning The Journey

Hand Out 2 – Career Planning Process

Hand Out 3 – Career Building Strategies

Hand Out 4 – The High Five Messages

Career Planner – Choosing an Occupation, Alberta Employment, Immigration and Industry

OVERVIEW AND TIMELINES

Introduction – Beginning The Journey	5 Minutes
Career Planning Process	15 Minutes
Career Building Strategies	15 Minutes
Wrap Up – The High Five Messages	10 Minutes



CAREER PLANNING

ACTIVITIES

INTRODUCTION – BEGINNING THE JOURNEY

Distribute **Beginning The Journey Hand Out**. Brainstorm definition of “Career” - note group responses on board.

Introduce the five stages of the Career Planning Process:

Evaluating Self

Generating Options

Researching Options

Making Decisions

Action Planning

Inform students that the career planning process is ongoing and cyclic. Ideally, the process happens in order, and the last step leads back into the first. Occasionally, circumstances are such that the process will happen out of order. This is a very acceptable method of career planning. It is important to endorse the concept of “serendipity” in career planning.

CAREER PLANNING PROCESS

Distribute **Career Planning Process Hand Out**. Have students read aloud the five stages of career planning.

Have students brainstorm (as a group) ways to satisfy each of the five stages. Add items from the Top Up List For Facilitators.

Distribute Career Planner – Choosing an Occupation, Alberta Employment, Immigration and Industry

Have students turn to page 23 and direct them to complete the SKILLS, INTERESTS, VALUES, and TRAITS exercises.

Have students record their top five in each area in the ***Evaluating Self*** column of their **Career Planning Process Hand Out**.



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TOP UP LIST FOR FACILITATORS

Evaluating Self

- *Formal quizzes and inventories*
- *Work experience*
- *Talk to people*
- *Favorite school subjects and extracurricular activities*
- *Check out www.careercruising.com*

Generating Options

- *Watch newspapers for upcoming events and developments*
- *Check the Yellow Pages and Community Directory*
- *Read the classified ads*
- *Tour interesting work sites*
- *Research non-traditional ways of working such as contract work, part-time employment, a home-based business, job sharing*

Researching Options

Students may wish to research salary, hours, work description, location, required training, physical demands and hazards, dress code, and future growth potential.

- *Read industry publications, Internet web sites about employers or check out alis.alberta.ca*
- *Interview people working or teaching in that area*
- *Tour educational facilities, work sites, job shadows and work experience*
- *Take courses*
- *Attend trade shows, conferences*
- *Contact industry associations, unions*
- *Speak to a Career Counselor*

Making Decisions

- *Define the decision and gather all necessary information*
- *Evaluate all alternatives using self-evaluation information – does it match skills, interests, values and traits?*
- *Think about short, medium and long term consequences*
- *Decide and evaluate*

Action Planning

- *Action planning can look like employment, post-secondary education, volunteering or starting a business*
- *Set short, medium and long term goals*
- *Make each step specific and realistic*
- *Set time lines for each step*
- *Get the support of people around you*



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CAREER BUILDING STRATEGIES

With students in groups, distribute **Career Building Strategies Hand Out**.

Ask students to respond to the scenarios and identify ways that each can get closer to their goals through their high school career.

Alternate Activity: Break students into groups as numbers permit and assign an occupation to each group and have students complete a career building strategy for the assigned occupations. Debrief.

It may be valuable to discuss academic, extracurricular and CTS options that are available in the school and community. Example:

Joan is thinking about becoming a carpenter. What steps can she take to build this career while she is in high school?

- *Enroll in Construction Technologies classes through CTS*
- *Research academic prerequisites for an apprenticeship and enroll*
- *Get a work experience placement in a construction environment, look for part time and summer employment as a carpenter's helper*
- *Build a portfolio with photographs of carpentry projects and letters of reference from instructors and employers*
- *Volunteer with Habitat for Humanity to gain construction experience*
- *What else?*

WRAP UP – THE HIGH FIVE MESSAGES

Distribute **The High Five Messages Hand Out**.

Have students read aloud and discuss. Challenge students to identify times in their own lives that the high five messages have been important.

Reinforce that people need to believe in themselves, even when the going gets rough.



CAREER PLANNING

Some examples of people who did not have “**overnight**” success:

- Walt Disney was fired by a newspaper editor for lacking ideas. He also went bankrupt several times before he built Disneyland.
- Thomas Edison was told he was too stupid to learn anything. When Edison undertook the development of the electric light, a body of distinguished experts agreed that his efforts were “unworthy of the attention of practical or scientific men.”
- Henry Ford went broke five times before he succeeded in building Ford.
- Richard Hooker worked for seven years on his war novel, “M*A*S*H*”, only to have it rejected by **21** publishers before Morrow decided to publish it. It became a runaway bestseller, spawning a blockbusting movie and a highly successful television series.
- Chester Carlson encountered seven years of rejection until he finally got a tiny company to purchase the rights to his invention – an electrostatic copying process. That company is now Xerox.

Adapted from Chicken Soup for the Soul, The Learning Revolution



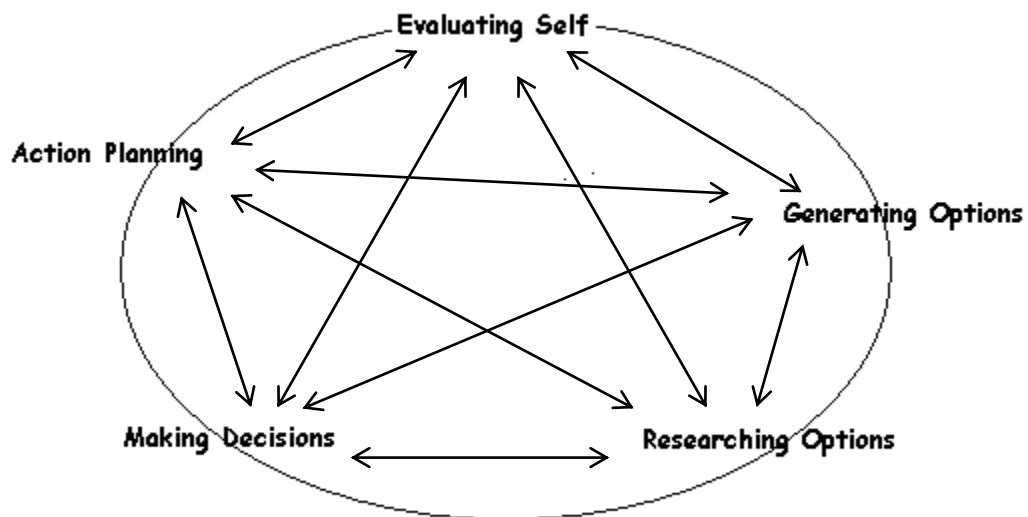
BEGINNING THE JOURNEY

What is a Career?

- ⇒ Your career is the sum total of your life's experiences
- ⇒ It includes your paid and unpaid work, your community and volunteer activities, your family activities, your hobbies and interests
- ⇒ It includes all of the work, leisure, community and family roles that you take on throughout your life
- ⇒ Your career changes as you change roles
- ⇒ Your work and other aspects of your life are not separate; they are interconnected parts of your career
- ⇒ Your career is a journey, not a destination, and on this journey, you will be making decisions regarding your work life, your lifestyle and your personal growth. To make the best decisions, you need to be well informed!

Adapted from Finding Out, Alberta Employment, Immigration and Industry

CAREER PLANNING PROCESS





CAREER PLANNING PROCESS

There are five stages of the Career Planning Process and they will happen over and over again throughout your working lifetime. These steps happen in an ongoing cycle in response to changes in the workplace, and in you.

Evaluating Self	This step involves getting to know yourself. Create an inventory of strengths, personality, lifestyle, skills, interests, values (just to name a few) and think about what work will match!
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Generating Options	After completing your self-inventory, generate a list of options that match your profile.
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Researching Options	Research each option to determine whether or not it will work for you. Read books, interview people, tour facilities and check online to get the whole picture!
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Making Decisions	Once you have all the information, decision-making is next. Remember that you don't have to make one right decision, just the first decision. Most people will have many different types of work, so don't feel pressured to choose one thing forever, just one thing for now.
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Action Planning	Getting to your goal requires ACTION! After you have made the decision, think about all the steps involved to get there. Make a plan of action that is very realistic, specific and time sensitive. Get the people around you to help and support your action plan.
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After you get into action, evaluate your decision and make sure that you are satisfied and that the choice is meaningful. If not, back to self-evaluation! On the following page, brainstorm with your group how to complete each step of the process.

Remember that career planning starts right now, so think of all the ways you can satisfy each step in high school!



CAREER PLANNING PROCESS

Evaluating Self	Generating Options	Researching Options	Making Decisions	Action Planning
Skills: _____ _____ _____	What Work is Available That: _____ _____	Books: _____ _____ _____	List of Alternatives: _____ _____ _____	Goals: Short Term: _____ _____
Interests: _____ _____ _____ _____	Matches Skills: _____ _____ _____	People: _____ _____ _____ _____	Factors to Evaluate: _____ _____ _____ _____	Medium: _____ _____ _____
Values: _____ _____ _____ _____ _____ _____ _____ _____	Matches Interests: _____ _____ _____ _____	Places: _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____	Long Term: _____ _____ _____
Traits: _____ _____ _____ _____ _____ _____ _____	Matches Values: _____ _____ _____ _____ _____	Internet: _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____	What to do: _____ _____ _____ _____ _____ _____ _____ _____
What am I Good at? _____ _____ _____	Matches Traits: _____ _____ _____ _____ _____	Hands-on: _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____	Important Time Lines: _____ _____ _____ _____ _____
	Matches All: _____ _____ _____	Other: _____ _____ _____ _____ _____	Priorities: _____ _____ _____ _____ _____ _____ _____ _____	Supports: _____ _____ _____ _____ _____
				Back Up Plans: _____ _____ _____



CAREER BUILDING STRATEGIES

How can people build their careers while they are in high school? Define what steps they can take to start their journeys.

Pat wants to work in welding. How can Pat build this career through high school?

Academic
Choices

CTS
Choices

Volunteer

Extra-
curricular

Part time
Work

Portfolio

Todd would like to write for newspapers or magazines. How can he build this career through high school?

Academic
Choices

CTS
Choices

Volunteer

Extra-
curricular

Part time
Work

Portfolio

Larissa is interested in health care. How can she build this career?

Academic
Choices

CTS
Choices

Volunteer

Extra-
curricular

Part time
Work

Portfolio



THE HIGH FIVE MESSAGES

Change is Constant

You and your world – as well as your hopes and expectations – are constantly changing. The notion that you have to pick one occupation and stick to it no longer applies. In fact, it is increasingly evident that many of the jobs of the 21st century haven't been invented yet. As a result, adaptability may be the most important skill you have, both inside the workplace and out.

Focus on the Journey

Life should not be a destination, because as you evolve, and as life evolves around you, the destinations you once singled out may no longer appear so enticing. You may have decided you would rather go off in another direction entirely, or venture somewhere else that hasn't shown up on your map yet.

Keep on Learning

Even if you have stopped growing physically, you certainly haven't stopped growing mentally or emotionally. Nor do you stop learning after you finish school, not as long as there are opportunities for learning and growth all around us. Learning also comes in many (and often surprising) forms. No matter how it appears, learning is forever and learning is for the future.

Team up With Others

Be it family, friends, mentors, or new acquaintances, there are people out there whom you respect and trust. They can't go to the interview, or be there to close the deal, but they can provide the support and assistance that you need to figure it out for yourself. Be there for them and they'll be there for you.

Follow Your Heart

Find out what you want, what's really important to you and go after it! Let your dreams shape your goals, use the energy your dreams give you to help you acquire the skills and take the risks you need to make those dreams, or any part of them, a reality.

Adapted from Canada Prospects, Canada Career Consortium